

## **EVALUATION OF THE IMPLEMENTATION OF A NEW EDUCATIONAL PARADIGM POST-REFORMATION IN PRIMARY SCHOOLS IN SALATIGA**

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### **Abstract**

The purpose of this research was to find the effect of new education paradigm on elementary education system and praxis in Salatiga, focused on implementation of new education paradigm and its rationale. The research was limited on the aspect of learning process. The learning process became the core of education that its quality enhancement should become a priority. This research was policy evaluation research. The research approach was qualitative and quantitative. The qualitative data were collected from key informants and various related documents through documents study, observation, interview, and questionnaire. The collected data were analyzed qualitatively as inductive data. Whereas quantitative data were used as supplement and complement to support or clarify qualitative data. The analysis result was reflected further through making them into more meaningful by using relevant theories so that conclusions, implications, and recommendations can be drawn. The research found that new education paradigm impacted on the system and praxis in elementary education. Implementation of education system related to the learning process had changed according to the new education paradigm. In the learning process aspect, there was a change of learning tools, but it was not substantial as expected in the policy. Learning process still used teacher centered paradigm and not yet shifting to constructivist paradigm of student centered. In terms of values education, both state elementary schools tended to be unplanned. In private school, values education tended to be planned in forms of syllabus and lesson plan. However, both state and private schools also teach the values spontaneously.

*Keywords:* paradigm, new education paradigm, education system, education praxis, learning process.

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